

# Job Description

<b>Job Title:</b>	Director of Sixth Form
<b>Responsible To:</b>	Head of Sixth Form – Assistant Principal
<b>Responsible For:</b>	Sixth Form Mentor Team

## **Main Purpose of the Job**

Key Accountabilities for the Director of Sixth Form are:

- The quality of Teaching and Learning in the Sixth Form, including the quality assurance (lesson observations, learning walks, student voice, work scrutiny) of Teaching and Learning.
- Achievement and Academic Progress of Sixth Form students.
- Personal Development, Behaviour for Learning and Welfare of students.
- Student Leadership.
- Tutor Leadership/Coaching role – Supporting training for tutors - Leading and managing a team of tutor-mentors and identifying issues and seeking solutions in tutor-mentee relationships. Creating a year team ethos. Ensuring every student has high quality and regular assertive mentoring.
- Learning and Teaching focus - Academic monitoring of the learning progress of all students in the year group. Central co-ordinator of intervention strategies for their year group.
- Ethos leadership - Defining (as a sub-set of the UCTC ethos) the year ethos and developing themes and stories that reflect the ethos of the year group community.
- Team / Relationship leadership - Leading the year team in a strategic direction that acknowledge the development and growth of students, ensuring that messages are coherent but tailored for the different audiences as students go from child – through adolescent to young adult.
- Building strong, professional relationships between parents, college staff and students.
- To play a full part in the life of the College and its community, to support its mission and ethos of 'realising potential' and to be a role model for staff and students.
- To contribute to College improvement by ensuring the efficiency and effectiveness of the pastoral system in relation to the support it provides for teaching and learning and its role in the achievement of the College's aims.
- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal.

## **Key Accountabilities**

### **Students' Academic Progress, to:**

- monitor students' academic progress (with the support of the Assessment, Monitoring and Intervention Team),
- co-ordinate praise and rewards for those students who are making good progress,
- co-ordinate appropriate intervention strategies for those students who are not fulfilling their potential,
- decide who takes the lead role in intervention strategies for each student through the RAFA process,
- make a significant contribution towards enrolment and induction of Sixth Form students,
- lead a team of Tutors, the Sixth Form Pastoral Leader and Support Staff to monitor a range of indicators of student learning and progress, e.g. homework, attendance, punctuality, reports from teachers, praise and concern etc.,
- co-ordinate with Curriculum Leaders and Subject Teachers over the progress of individual students,
- lead mentors to support students in the setting and working towards their targets
- develop students' effective learning and revision methods and habits.

### **Students' Personal, Social and Moral Development, to:**

- know all students in the year group as well as possible and to display warmth, openness and personal support,
- promote positive relationships,
- be a role model for students,
- provide guidance, counselling and mentoring for certain students,
- encourage all students to take up opportunities for leadership and responsibility,
- ensure the appropriate referral of students and to liaise both with colleagues and external agencies over matters of student welfare.

### **A strong, positive learning ethos; to:**

- organise and lead assemblies in accordance with statutory requirements and College policy,
- develop an enthusiasm for learning within a year group,
- promote celebration, rewards and motivation policies and practices,
- ensure there is a strong sense of identity within the year group,
- ensure each student's achievements and developments are monitored and celebrated.

**Positive Parent/Student/School relationships; to:**

- build strong relationships with parents,
- respond promptly to parental communication and be available for effective home/school liaison,
- arrange meetings with parents, as necessary, to discuss the welfare and progress of students in the year group,
- attend Year Group Parents' Evenings and play a role in organising these,
- co-ordinate the induction of new students and the transfer of students to other schools, including reports and references as required.

**The Pastoral Curriculum; to:**

- lead tutors to implement varied and high quality use of Personal Development Time,
- support the programme of Personal, Social, Health and Economic wellbeing,
- encourage high aspirations and a strong understanding of careers and the world they will work in,
- lead tutors to advise students on making the right choices in the next step of their learning and lives,
- coordinate enrichment programmes, e.g. Erudite, Vespa and other potential areas.

**Strategic and Operational Leadership, Planning and Implementation; to:**

- monitor learning in the year group through Learning Walks, Work Scrutiny and feedback from parents, staff and Student Voice,
- self-evaluate and review pastoral policies and practice through Learning Walks, Work Scrutiny and feedback from parents, staff and Student Voice,
- create and implement whole school and year development plans,
- attend CL/DOY meetings and contribute to whole school policy development,
- lead, manage, coach and support the Pastoral Leader and team of Sixth Form Mentors
- chair and keep records of agendas and action points of regular year team meetings,
- communicate and work closely with SLT and Governors over these key accountabilities.

*Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE.*

*This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.*

*This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.*